DOCUMENT RESUME

ED 346 797 HE 025 617

AUTHOR Andrews, Michael B.; And Others
TITLE Athabasca University/Keyano College Capstone Program. An Evaluation Report.
INSTITUTION Alberta Univ., Edmonton.
SPONS AGENCY Athabasca Univ., Edmonton (Alberta).; Keyano Coll., Fort McMurray (Alberta).
PUB DATE Feb 91
NOTE 61p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Freedom; Access to Education; College Credits; College Students; Community Colleges; *Distance Education; Extension Education; Foreign Countries; Higher Education; Intercollegiate Cooperation; Program Administration; Program Effectiveness; *Program Evaluation; State Colleges; Two Year Colleges
IDENTIFIERS Alberta (Fort McMurray); Athabasca University AB; *Capstone Programs; Keyano College AB

ABSTRACT

An evaluative study was done of a joint project, the Capstone Program, involving Keyano College (KC) and Athabasca University (AU), both in Alberta, Canada. The project enables students in the Fort McMurray (Alberta) area to complete a full-time university degree without leaving their home community. The research design focused on accessibility, attainment of university credit, credit for previous education, bureaucratic issues, academic problems, perceptions of success, effectiveness and cost issues and recommendations for change suggested by the stakeholders. Data were provided by administrators, instructors, students (past, present and future) and community groups via questionnaires, interviews and relevant records and documents. The evidence from the evaluation strongly supported the continuation of the Capstone Program as a viable system for improving access to postsecondary education. However, the evaluation also identified problems which included issues of mandate, academic freedom, formalization, and administration and operation. For example, the evaluation recommends that AU develop a policy that explicitly recognizes and addresses the mix of alternative delivery systems, and that AU staff, in consultation with KC staff, accelerate the joint production of a professional agreement which underscores collegiality between and among professional and support staff of both institutions. Five appendixes contain a funding proposal, source documents, description of a steering committee, community letters, and questionnaire responses. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346797

ATHABASCA UNIVERSITY / KEYANO COLLEGE CAPSTONE PROGRAM

AN EVALUATION REPORT

A study conducted on behalf of Athabasca University and Keyano College

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael B. Andrews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By

Michael B. Andrews, PhD
William R. Duke, PhD
Dip Kapoor, MBA, and
Linda May Wong, BA

February 1991

Department of Educational Administration
University of Alberta • Edmonton, Canada T6G 2G5

HE025 617

BEST COPY AVAILABLE

ATHABASCA UNIVERSITY / KEYANO COLLEGE CAPSTONE PROGRAM

AN EVALUATION REPORT

A study conducted on behalf of Athabasca University and Keyano College

By

Michael B. Andrews, PhD
William R. Duke, PhD
Dip Kapoor, MBA, and
Linda May Wong, BA

February 1991

Department of Educational Administration
University of Alberta • Edmonton, Canada T6G 2G5

Executive Summary

The Capstone Degree Program was first initialized as a pilot project at Keyano College in Fort McMurray in 1987. In collaboration with Athabasca University, the Capstone Degree Program would enable students to complete a full-time university degree without leaving their home community. The first two years of a degree program would be offered through Keyano College and a final "capping year" by Athabasca University. Since 1989, complete programs encompassing all three years and three degrees (Bachelor of Administration, Bachelor of General Science, Bachelor of Arts) are being offered.

In September 1990, Athabasca University and Keyano College contracted with the Department of Educational Administration at the University of Alberta to conduct an evaluation of the Keyano College/Athabasca University Capstone Program.

The research design focussed on eight questions identified by the Steering Committee of the Capstone Program. These questions pertained to: accessibility, attainment of university credit, credit for previous education, bureaucratic issues, academic problems, perceptions of success, effectiveness and cost issues and recommendations for change suggested by the stakeholders. Data pertaining to these questions was provided by administrators, instructors, students (past, present and future) and community groups via questionnaires, interviews and relevant records and documents.

The evidence from this evaluation strongly suggests the continuation of the Capstone Program as a viable system for improving access to postsecondary education in the province of Alberta. **Consequently, it is recommended that the Capstone Program continue and be appropriately recognized through base funding by Advanced Education as requested by both institutions.**

However, this investigation has concluded that existing problems with the program ranged from being very complex (**contextual issues** that are concerned with the rationale for the entire system) to being relatively routine in nature (**problem issues** that are operational in focus and occur within the system). The following recommendations have been put forth with a view to address these two types of issues:

1. **Condition issue: The Issue of Mandate**
   - 1.1 That Athabasca University develop a policy that explicitly recognizes and addresses the mix of alternative delivery systems.

   - 1.2 That Athabasca University develop an explicit policy on community development and responsiveness that relates to Recommendation Two

and that recognizes the need to provide greater independence to affiliated institutions which meet pre-determined criteria.

2. **Condition issue: The Issue of Academic Freedom**

   2.1 That Athabasca University staff in close consultation with Keyano College staff accelerate the joint production of a "professional agreement" which underscores collegiality between and among professional and support staff of both institutions.

   2.2 That subsequent to the joint development of a "professional agreement" Athabasca University develop an accreditation policy that will address the academic freedom issues raised by Keyano College and its own staff.

   2.3 That the accreditation policy developed by Athabasca University include appropriate quality controls in the areas of curricula (course outlines) and qualifications of instructors in specific courses in addition to retaining the authority to grant degrees. It is assumed that any accreditation would have an institutional base acceptable to Athabasca University and Keyano College.

3. **Problem issue: The Issue of Formalization**

   3.1 That the function of the Capstone Program Steering Committee be formalized by way of development of terms of reference by the existing committee to be approved in a manner appropriate to each institution.

   3.2 The the terms of reference in Recommendation Eight include the role and relationship of the Capstone Program Operations Committee.

   3.3 That the Capstone Program Steering Committee assume a leadership role in the development and articulation of the "professional agreement" as referred to in Recommendation Five and, further, that this professional agreement become part of the original Capstone agreement.

3.4 That the managerial responsibility for the Capstone program be formalized as part of responsibilities and duties of the office of the vice-president, academic in both institutions.

4. **Problem issue: Administrative/Operational Issues**

4.1 That efforts continue to streamline procedures so that the student completes a single application form, remits a single application fee, and has a single procedure for registering in Keyano College courses and Athabasca University courses.

4.2 That the Capstone program provide as many senior level courses as possible within budget limitations; advertise the courses that will be taught; ensure that the courses that are advertised are available; and program future courses based on past course demand.

4.3 That Athabasca University review administrative implications for the Capstone Degree Programs of all Athabasca University degree program changes before implementation.

4.4 That the two institutions develop a single, integrated procedure to enable Capstone students to request advanced credit in the Capstone degree programs and to receive notification within a reasonable minimum period.

4.5 That the two institutions develop an integrated procedure for examination, grades processing and grade reporting designed to accommodate Capstone students. (This could be achieved as part of recommendation 5 or dealt with as a separate administrative issue.)

4.6 That the two institutions explore and extend marketing opportunities for the Capstone Degree Programs.

Acknowledgements

Numerous individuals have assisted in a variety of ways with the conduct of this study; their contributions are gratefully acknowledged.

Special mention must be made of the Director, Tutorial Services of Athabasca University, Judith Hughes, and the Dean, Academic and Career Programs of Keyano College, Barry Weaver, for their special efforts in making all the arrangements for our visits to Athabasca and Fort McMurray, supplying key information when required, and in general, facilitating the conduct of the study. We would also like to thank Gerry Heck, Superintendent of Schools, Fort McMurray Catholic Board of Education, and Bob Prather, Superintendent of Schools, Fort McMurray School District No. 2833, for their cooperation with the duplication and distribution of the prospective student questionnaire. Special mention also must be made of the cooperation and encouragement of Doug MacRae, President, Keyano College, and Ross Paul, Acting President of Athabasca University in the conducting of this study.

The evaluation team was impressed with the open, honest, and reasoned contribution of all those interviewed-members of the Capstone steering committee, operations committee, and management staff of both institutions. A sincere thank you is extended for their valuable contributions. The positive encouragement of senior officials from the Alberta Department of Advanced Education is also acknowledged.

Special mention must also be given to Ralph Schienbein, a graduate student member of the project team, for his contribution to the financial analysis of the institutional data.

Our acknowledgements would be incomplete without the recognition of Professor James Small for his contribution of background information, editorial skills, and assistance with the analysis of the various data.

Finally, sincere appreciation is expressed to Isabelle Donald who provided excellent computing skills for the preparation of this report.

Mike Andrews
Bill Duke
Dip Kapoor
Linda May Wong

The Evaluation Team

Michael B. Andrews received his Ph.D. in Educational Administration from the University of Alberta. He is on leave from his position as President of the Alberta Vocational College, Edmonton and is currently serving as an "Administrator in Residence" at the University of Alberta. He has served as Chairman of the Board of Pembina Educational Consortium; was a member of the Alberta Council of Admissions and Transfer; and is a member of the Committee for Allied Medical Education for the Canadian Medical Association.

William R. Duke received his Ph.D. in Educational Administration from the University of Alberta. He recently retired as an Assistant Deputy Minister in Alberta Education. His background includes educational finance expertise as well as recent responsibility for field evaluations in Alberta Education. Dr. Duke has over forty publications to his credit and is currently a free-lance consultant with part-time teaching responsibilities at the University of Alberta.

Dip Kapoor received his B. Comm. and MBA degrees from the University of Alberta and is currently studying toward a Ph.D. in Educational Administration at the same University. While in the Faculty of Business his research interest was in the area of leadership and organization. He has worked for private business in Ontario and at the University for the Department of Housing and Food Services.

Linda May Wong received her BA (Honors) from the University of Alberta. She is currently on leave from the Office of the Registrar and is studying toward a M.Ed. in Educational Administration, both at this University.

Table of Contents

Chapter 1: Introduction and Historical Perspective 1

Chapter 2: Study Design 6
Focus of the Investigation 6
Conducting the Study 6
Managing the Investigation 7
Data Collection 8
Data Analysis and Interpretation 9

Chapter 3: Research Findings 10
Sample and Demographic Information 11
Research Questions 11
Accessibility 11
University Credit 12
Advanced Credit 12
Bureaucratic Issues 12
Academic Issues 14
Perceptions of Success 16
Cost Efficiency 17
Effectiveness 19

Chapter 4: Conclusions and Recommendations for Future Action 21
General Conclusion 21
Condition Issue: The Issue of Mandate 21
Condition Issue: The Issue of Academic Freedom 22
Problem Issue: The Issue of Formalization 23
Problem Issue: Administrative/Operational Issues 24
Registration 25
Program Planning 25
Advanced Credit 26
Grades Processing 26
Marketing 26
Conclusion 27

Appendices

Appendix A: Funding Proposal 28
Appendix B: Source Documents 31
Appendix C: Capstone Steering Committee 34
Appendix D: Community Letters 35
Appendix E: Questionnaire Responses 36
Prospective Student Questionnaires 37
Student Questionnaires 38
Faculty Questionnaires 44

Chapter 1: Introduction and Historical Perspective

The capstone is the crowning point or the finishing stone of a building. When originally conceived, the Capstone Degree Programs were envisaged as a final capping year offered by Athabasca University, that would top off the first two years of a degree program offered through a regional college. The capstone year would be offered full-time. This collaborative effort would enable students to complete a full-time university degree without leaving their home community. A capstone program has been offered at Keyano College in Fort McMurray since 1987, initially as a pilot project and as a complete program encompassing all three years and all three degrees since 1989.

The latter and major section of this chapter describes the history of the Capstone Degree Programs at Keyano College. Preceding this is a brief glimpse of some of the characteristics of the two institutions in 1986-87 just before they joined together to offer this program. The information was obtained from the annual report from each institution for that year. Some of these characteristics have altered since then.

Institutional Characteristics

Keyano College and Athabasca University have divergent mandates within the postsecondary educational system. One is a community college positioned to meet the varying educational needs of people living within that area. The other is a degree granting institution designed to provide access to university education for all Canadians regardless of their academic background. They have joined together to provide university education for full-time students in the Fort McMurray area through the capstone programs. The nature of these institutions is different. This has contributed to the evolution of the original conception of the programs from one in which an existing structure was capped off with the capstone to one in which changes were made to the structure itself.

The mission statement for Keyano College begins with the assertion that the college "is a comprehensive educational and training institution, designed to provide Fort McMurray and northeast Alberta with as wide a range of educational opportunities and services as possible within the confines of the Colleges' resources." Courses are offered in the areas of academic upgrading, heavy industry, the hospitality and culinary industry, nursing, trades and technology, business and university transfer. Courses are mainly taught by direct instructor/student interaction.

In 1986-87, the year preceding the pilot of the Capstone Degree Programs, the college had 1076.4 full-time equivalent students and a headcount of 3,123. 80% of the full-time credit

students were from the Fort McMurray area. Both genders were evenly represented in this group. The 18-25 year old group made up 51% of this population, although university transfer students were predominately in this age group. Capstone is designed to serve students in business administration and university transfer courses. Entrance requirements exist for both these programs. The students in the university transfer and business programs comprised approximately one fifth of the full-time equivalent enrolment of the college.

Athabasca University's mission is "the removal of barriers that traditionally restrict access to and success in university-level studies and to increasing equality of educational opportunity for all adult Canadians regardless of their geographical location and prior academic credentials." In 1986-87, Athabasca University offered degree programs in administrative studies, arts, and general studies as well as certificate programs in business and nursing. As a distance education institution, the primary mode of course delivery was via home study and the use of packaged course material. Classroom and teleconference seminar courses were also taught.

In the 1986-87 year, 75% of the student body of 10,775 was from Alberta. The remainder included students from all other parts of Canada. 66% of the students were from urban settings, while 30% were from rural areas. The bulk of the students were older than the traditional university student, in the 25-34 age bracket rather than the 18-24 age bracket. Women predominated, making up 63.7% of the total population. Because of Athabasca's open admissions policy, about half the students had an education level upon entry that would preclude them from admission to another university.

Program History

Transfer arrangements among postsecondary institutions predate the introduction of the capstone programs and continue today. The arrangements for the transfer of course credit from non-degree granting to degree granting institutions allowed students at regional colleges to complete up to the first two years of a degree program without leaving their home community. A desire to enable students to complete their degree program within their home community led to the development of the capstone programs.

The first discussions concerning a degree program offered by Athabasca University in conjunction with a community college occurred in the early 1980's. Informal discussions with senior administrators in Grande Prairie Regional College, Grant MacEwan Community College and Mount Royal College led to expressions of interest in a capstone type program.

The vision of a capstone program was realized in Fort McMurray. Firm individual advocacy of a capstone type program at Keyano College stimulated the Keyano College Board of Governors to support the concept. The Board identified the program as a formal priority for

the 1987-88 academic year. Specific negotiations between Keyano College and Athabasca University began late in 1986.

By 1987, officials in the Department of Advanced Education, seeing the potential for cost-effective provision of full-time university degree completion in remote communities, added their interest and support to the capstone concept. This heightened interest encouraged the process and in May of that year a draft agreement for a capstone program was approved in principle by the Board of Keyano College.

Specific program planning was undertaken while the form of the agreement was still under discussion. The Bachelor of Administration degree became the first candidate for the Capstone Degree Programs. Keyano College offered a Certificate and a Diploma in Business Administration upon completion of the first and second years of their business program respectively. To meet Athabasca University's residency requirements for the Business Administration degree (determined by the number of Athabasca University courses completed), it was necessary to substitute Athabasca University courses for courses offered by Keyano College in both the certificate and diploma years. The changes to these years affected all students in business administration whether they anticipated undertaking the capstone year or not.

In August of 1987, an interim agreement was reached to pilot Athabasca University courses in the Business Administration program at Keyano College. One month later, the first Athabasca University courses were being taught in the Business Administration Certificate program at Keyano College as part of the pilot project. The Academic Council of Keyano college was provided with a progress report on the Capstone Degree Programs in October of 1987. At the same time a steering committee was formed to guide the introduction of the program. The steering committee included senior representatives from both Athabasca University and Keyano College. Committee meetings were held when required, usually three or four times per year during the introductory years of the program. They are currently held less frequently.

In January of 1988, Keyano College presented a brief to the Deputy Minister of Advanced Education outlining the proposed joint venture between themselves and Athabasca University for the Capstone Degree Programs. Included in the proposal was a request for funding from both institutions for a Bachelor of Administration and a Bachelor of Arts degree program. Operating and capital funds were sought for the budget years 1988/89 and 1989/90. It was requested that operating funds be added to the base budget for the 1990/91 budget year.

That May, in simultaneous news releases from Advanced Education and Athabasca University, the Capstone Degree Programs were announced. These announcements were followed up with positive press coverage in the Fort McMurray newspapers. In June 1988

funding approval was given for Keyano College and Athabasca University. Operating funds for each institution of $82,000 and $126,500 for 1988/89 and 1989/90 budget years and capital funds of $3,000 for each budget year were conditionally granted with the expectation that up to 50 full-time equivalent students would participate in the programs. Also in that month, Athabasca University and Keyano College combined to present information sessions at both institutions to introduce the program to the public and potential students.

In September of 1988, with the formal agreement still under discussion, the program offerings were expanded from the pilot project. Athabasca University courses were introduced into the second and diploma year in addition to the first and certificate year of the Business Administration program at Keyano College. Additionally, three senior arts and general studies courses were offered. More courses were originally scheduled but were cancelled due to low enrolment.

The Capstone programs were formalized with the signing of the official agreement between Athabasca University and Keyano College in November of 1988. The agreement pertained to the degree programs already underway. These were the Bachelor of Arts and the Bachelor of General Studies and the Bachelor of Administration. Regulations concerning the operation of the programs were outlined in an appendix to the agreement and covered general administrative procedures from the hiring of instructors, and admission through to convocation of students.

In June of 1989, the university transfer faculty at Keyano College verbalized long standing concerns about the Keyano College Capstone programs. The university transfer program at Keyano College was established in association with the University of Alberta. The collaboration with Athabasca University to provide a capstone to the university transfer program raised questions about the viability of the transfer program as it then existed.

By September of 1989, the capstone or third year of the Bachelor of Administration degree was added to the Capstone Degree Programs. The number of course in Arts and General Studies increased to 5 in each semester. With these additions, students could now complete all three degrees specified in the formal agreement. The program had matured from the first year in which there was only a single first year cohort of students, to the second year with a first and second year cohort, and now had reached the point where there was a first, second and third year cohort of enrolled students.

Athabasca University extended the length of their Bachelor of Arts degree from a 3 year to a 4 year degree at the beginning of the 1989 academic year. Students enroling in the Bachelor of Arts program were also now required to select a major. The Bachelor of General Studies degree remained a 3 year general program.

An operational committee was approved by the Steering Committee in November, 1989. It was established at Keyano College and, with the following exception, is composed of the Keyano College staff responsible for administration of the programs. Athabasca University is represented on the committee by the Student Services Regional Coordinator located in Fort McMurray. In November 1990 a representative of the Registrar's office of Athabasca University was added to the committee. This committee concentrates upon ironing out any procedural wrinkles that develop in the administration of the program. As specified in the minutes of the Steering Committee, the operational committee is responsible for routine non-policy matters. The operational committee meets monthly.

In November 1989, both institutions prepared interim reports on the program as specified the original funding approval. Funds were allocated for the 1990-91 year on a grant basis to both institutions.

The Capstone Degree Programs graduated their first students in June, 1990. Four students convocated, three with a Bachelor of Administration degree and one with a Bachelor of General Studies degree from Athabasca University. It is estimated that 8 graduates will convocate in 1991.

Chapter 2: Study Design

The purpose of this investigation, which was contracted by Athabasca University and Keyano College, was to conduct an evaluation of the Keyano College/Athabasca University Capstone Program. The research design focussed on eight questions as identified by the Steering Committee of the Capstone Program. The eight research questions were related to: accessibility, attainment of university credit, credit for previous education, bureaucratic issues, academic problems, perceptions of success, effectiveness and cost issues and finally what changes would improve the Capstone Program?

The study proposal, which was prepared by the evaluators in consultation with Dr. David Friesen, Professor Emeritus, University of Alberta, was accepted by the Steering Committee as the overall plan for the investigation. The proposal is contained as Appendix A of this report. The specific design of the investigation, the questionnaires, interview guides, and data source documents were reviewed and accepted by representatives of the Steering Committee. The questionnaires were then submitted to the Athabasca University Ethics Review Subcommittee for final review, modification, and subsequent approval. The purpose of the study and methodology were also reviewed by the Keyano College Academic Council.

Focus of the Investigation

The focus of the evaluation was on the perception of the major stakeholders with respect to factors such as the success of the Capstone Program; appropriateness of program organizational structures; operational procedures; communication linkages; and the general progress of the program since its inception in the fall of 1987. Although the major focus was on gathering the views and perceptions of the major stakeholders, statistical data and documents about the context, purpose, structures and operations, finances, planning, delivery, and outputs of the Capstone Program, were also gathered. The information obtained from interviews with the members of the Steering Committee and senior administrators of both institutions was also used in making evaluative judgements.

The issues facing institutions involved in a joint cooperative program were also identified, as were concerns related to the mandates of Athabasca University and Keyano College. This identification permitted an analysis of ways and means that could result in improvement to the Capstone Program.

Conducting the Study

The Capstone Steering committee established eight research questions which formed the basis for the written report of the evaluation process.

The research questions were as follows:

1. To what extent has the Capstone program met the needs of Fort McMurray residents with respect to access to University level education?

2. To what extent have the students in the Keyano programs used the Capstone program as a means of attaining university level credits?

3. To what extent have members of the community of Fort McMurray combined previously acquired credits with those offered by the Capstone program?

4. What bureaucratic problems can be identified with respect to the administration of the program?

5. What academic problems can be identified with respect to this program?

6. What are the perceptions of the following regarding the success of the program:

   (a) Keyano College staff;
   (b) Athabasca University staff;
   (c) students;
   (d) community groups.

7. To what extent has the program in general been effective and cost efficient?

8. What changes would improve the Capstone program?

Managing the Investigation

The evaluation was conducted by M.B. Andrews, W.R. Duke, D. Kapoor, and L.M. Wong under contract with Athabasca University and Keyano College. The Steering Committee of the Capstone program identified Judith Hughes and Barry Weaver as members of a Subcommittee to oversee the study. The evaluation team met formally with the Subcommittee on two occasions: (1) soon after the proposal was accepted by the Steering Committee, to obtain feedback on and approved of the overall design; (2) to obtain reactions to a preliminary report on the findings, assessment, and issues. From time to time throughout the study, the Subcommittee members were asked for clarification, reaction, and further information as the data were returned to the evaluators.

In carrying out the study, the evaluation team travelled to Fort McMurray on November 28th 1990; and Athabasca on November 29th 1990. In addition M. Andrews travelled to Calgary on December 3rd 1990 to interview a former member of the Capstone Steering Committee.

Data Collection

The data required to answer the eight research questions posed were collected in a variety of ways: document analysis, interviews, direct letter solicitation and questionnaires.

Document analysis. Documents were provided by the Steering Committee which related to program description, meeting minutes, inter-institutional contracts, descriptions of program structure, institutional mandates, respective collective agreements, and copies of the letters of program approval from Alberta Advanced Education. Other relevant documents provided information on philosophy, coordination, registration procedures, student enrolments, program delivery, financial data, outputs and contextual factors related to the Capstone program. Previous interviews and content analysis conducted by Professor Small in an earlier investigation of the Capstone program was also used as an important data source. The documents and data sources reviewed are listed in Appendix B.

Interviews. Fourteen individuals were interviewed to verify and elaborate on the information collected through documents and questionnaires. Interviews were conducted with all members of the Capstone Steering Committee, the two institutional Presidents, the Director of Finances at Keyano College and the former Chair of Business Administration of Keyano College. (The persons interviewed are listed as Appendix C.) The interviews were also used to determine the views and opinions of senior personnel with respect to mandate issues, academic responsibilities, operational concerns, inter-institutional relationships, and comments on community contextual factors. Ideas for program improvement were also elicited through interviews.

Letters to Community Stakeholders. Letters were sent to five representatives of the community of Fort McMurray to elicit their views about the Capstone program. The questions posed in the letter included: relative awareness of the program, would local employers hire graduates of the program, is the local community aware of the program, and are there other comments you would like to make about the program. The mailing list is provided as Appendix D.

Questionnaires. In order to gain information from major stakeholders interviewed, three different questionnaires were designed. One questionnaire was designed for the faculty of the Business Administration program and the University Transfer

program of Keyano College. The same instrument was administered to professors and tutors of Athabasca University involved with the Capstone program. Another questionnaire was developed for the students enrolled in the Business Administration, University Transfer, and Capstone programs. Finally, a short questionnaire was designed for prospective students for the Capstone program. These students were identified as all students enrolled in Grade 12 in Fort McMurray. The content of the questionnaires was generated from document analysis and issues identified by the Steering Committee. The questionnaires and summary of responses are included as Appendix E.

Data Analysis and Interpretation

All data collected were analyzed by the evaluation team using the eight research questions as the basis for synthesis of data. Descriptive statistics and sample size issues, as opposed to inferential statistics, were considered appropriate for questionnaire related data as they pertained to the specific research questions. Semi-structured interview data were examined for emergent ideas and themes. Secondary data in the form of documents and specific financial and budgetary information were interpreted with respect to their relevance to the research questions.

The synthesis of data in terms of their significance to the research questions yield a number of "issues" that formed the basis for recommendations for future action. The term "issue," as used in the context of this study, refers to either a major **problem** or **condition** which could have a deleterious influence on the direction, structure, operation, or outcome of the Capstone program. A "problem" issue calls for resolution, that is, it can be probably removed or significantly reduced as a problem. However a "condition" issue is one that exists as a contextual factor, but which cannot be readily removed. "Condition" issues must be taken into account when establishing changes in the direction, structure, or operation of the Capstone program. Each issue and resultant recommendation has been clearly identified in terms of "problem" or "condition" and where possible, antecedents to the issue are discussed.

Chapter 3: Research Findings

Sample and Demographic Information

Students and Prospective Students

High school students from Father Patrick Mercredi High School, Fort McMurray Composite High School and Westwood Community High School were included as a significant component of the target population for this study because they are potential Keyano College students. The questionnaire directed at this group sought to determine the level of awareness of these potential students regarding the Capstone program, their channels of information with respect to Capstone and their future plans. Altogether, this information seeks to address the accessibility question as Capstone can only hope to meet the needs of Fort McMurray residents if residents (especially potential users such as high school students) are aware of the program. A representative sample of 292 out of a total of 581 or 50% of such students responded.

Males and females were equally represented among the respondents. Almost 98% of the respondents were from the age group 15 to 19 years of age.

A second student questionnaire was targeted at present Keyano College students in the University Transfer and Business Administration programs which included Capstone students from the Business Administration, Bachelor of General Studies and Bachelor of Arts programs, those who were yet to declare their intentions and past graduates of the Capstone program. This group was targeted with a view to provide information pertaining to the accessibility question, attainment of university level credit, continuing education, bureaucratic issues, academic quality issues and their perceptions of success and overall effectiveness of the program with their recommendations for change. The total population of the business administration students was 175 and the university transfer students totalled 70. All were sampled and 65, or 25.5%, responded.

Fifty-seven percent of the respondents were female and 38% were male (5% did not respond). Fifty-three percent of the respondents fell within the age group of 15 to 24 years of age while another 20% were 35 years and older.

Faculty

A third questionnaire was directed toward faculty of Business Administration and University Transfer programs of Keyano College and those Athabasca University professors and tutors involved with the Capstone program. This group was surveyed in order to provide information on bureaucratic issues, academic quality issues, perceptions of success and effectiveness/cost issues. Faculty were also given the opportunity to provide recommendations

for change to the program. Twenty-four faculty from Keyano College were asked to respond and 17 questionnaires were returned. Twenty-three faculty/tutors of Athabasca University were asked to participate and 11 questionnaires were returned. The overall response rate was 60%. Twenty-seven of the 28 respondents indicated they held at least a Masters degree. The specific breakdown revealed that one respondent indicated the Baccalaureate degree was the highest level of education attained, 17 indicated a Masters degree was the highest level attained, while 10 respondents held Doctorates. Eleven respondents indicated they had actually taught Capstone courses while 7 respondents from Athabasca University stated they were responsible for course coordination but not direct instruction. Ten respondents from Keyano College stated they had not taught in the Capstone program.

Research Questions

Accessibility

Student data indicates that the Capstone program is meeting the needs of Fort McMurray residents with respect to access to university level education. For instance, 86% (56) of respondents who were in the program or were considering it, were from Fort McMurray and district. Similarly, 35% (23) of respondents were working full-time while 12% (8) were employed part-time. Forty-five percent (29) of the respondents have had more than four years of work experience. While meeting the needs of the working community members, Capstone is also meeting the needs of the young student fresh out of school. Forty-five percent (29) of the respondents were students prior to entering Capstone and 20% (13) had no work experience. Student data and interviews with administrators also suggested that Capstone has successfully met academic needs of women in the community. Fifty-seven percent (37) of the respondents were women.

However, data from potential students from senior high school conspicuously suggested a lack of awareness about the Capstone program. This would have an impact on the achievement of improved accessibility. Eighty-two percent (240) of the potential student respondents were not aware of the program. The 15% (45) who had some knowledge of the program and the 3% (7) who were quite familiar with the program (nobody was very familiar with the program) became aware of the program largely through word-of-mouth (50%) and through their high schools (21%). Brochures, Keyano College and Athabasca University Calendars, the Keyano College office and the Athabasca University regional office have not yet succeeded in raising the level of awareness about the Capstone program in the community of Fort McMurray. This trend needs to be rectified in view of the fact that 47% (137) of the respondents intend to complete all study at a residential university such as the University of

Alberta in Edmonton while 17% (50) wish to take university transfer courses at Keyano College and complete a degree through a residential university.

Twenty-eight percent (18) of existing Capstone students at Keyano College first became aware of the program through the Keyano College Calendar while 23% (15) found out about it through the Keyano College office. Given that 31 respondents were working either full or part-time and that 28 of 60 respondents were over the age of nineteen, it would be reasonable to conclude that other marketing strategies beside heightening high school student awareness should be investigated.

University Credit

Eighty-six percent (56) of the respondents were current students, 62% (40) full-time and 23% (15) part-time. A majority of 45% (29) were registered in the Business Administration program while 31% (20) had not declared their preference. The Bachelor of General Studies and Bachelor of Arts are represented by 8 (5) and 9% (6) respectively. These percentages indicate that a large majority of 63% (40) are taking the Capstone program as a means of attaining university level credits. Thirty-one percent (20) have not made up their minds but are considering the options.

Advanced Credit

While 53 respondents answered "no" to a question that asked them whether or not they received advance credit for completed university level from a post-secondary institution other than Keyano College or Athabasca University when they first entered the program, interview data did not support such a conclusion. There is a district possibility that respondents failed to read the question carefully and consequently chose response category "no" as opposed to "not applicable."

However, interview data did suggest that there were long delays involved in the processing and granting of advanced credit. Furthermore, only 5 respondents stated that they had received credit for previous studies and of these only 2 had received full credit.

Bureaucratic Issues

Student Perceptions. As the final users of the educational service, students serve as a barometer for bureaucratic obstacles posed by the registration procedures, admissions procedures and the usefulness of counselling and the services of the registrar's office. These and other issues were addressed by questions one through eight of the scale questions in the student evaluation questionnaire. While a fair percentage of respondents had no opinion on several issues that were addressed, analysis was logically concerned with those that did

respond. However, it should be noted here that for 14 out of 20 scale questions, 20% or more of the respondents had no opinion. One possible explanation for this could be the relative youth of this program but this complacency needs to be acknowledged while interpreting the following results. Percentages for the response categories of **good, very good** and **excellent** were computed as opposed to **fair** and **poor**. This provided the basis for a trend of opinion/perception regarding the particular issue being addressed. A result was considered to be significant in this study if there was 20% or more difference between the two groupings of the scale.

According to this scale of interpretation, students were significantly more than satisfied with the entrance procedures of the Capstone program, the services provided by the Keyano College registrar's office and the complementary nature of the services provided by Keyano College and Athabasca University respectively. They were significantly satisfied with the services provided by the Athabasca University Regional Office and the service available for counselling difficulties. However, open-ended responses to question 13 revealed a concern with registration when it came to course planning and scheduling. Availability of courses, pre-requisite relationships and course requirements/descriptions appear to confuse students. Students suggested better communication and planning with respect to these issues. Among the minority that did respond with an opinion on the issue of advanced credit, there was a concern that the official responses on advance credit took too long and so did the length of time to receive course credits. In both instances, the majority were of the opinion that two weeks would be an adequate period to receive a decision.

Faculty and Administrator's Perspective. Given that faculty are involved with students and administration on a day to day basis, their perception of bureaucratic issues of institutional commitment, program coordination, planning, implementation and the registration process were deemed important. Since a number of questions posed were directed at either Keyano College or Athabasca University, a number of respondents had no opinion on several issues. Consequently, in the analysis of the responses, any trend or direction was identified in terms of those who responded to the question.

With reference to the commitment of Athabasca University and Keyano College to the Capstone program, 18 of 22 respondents agreed that Athabasca University was committed to the program while 11 of 17 respondents felt Keyano College was committed to Capstone. One respondent commented that at Athabasca University ". . . the commitment is stronger at the administrative level - faculty are lukewarm." With reference to Keyano College the same respondent stated "I think Keyano may be committed at the administrative level but few faculty seem committed." These statements were supported by a number of comments raised relative

to issues of academic freedom and general comments about the program itself. Interviews clearly revealed that senior management of both institutions were committed to the Capstone program. Likewise administration at both institutions acknowledged that the home study package approach, with its tight quality control mechanisms, is not easily adapted to seminar delivery consequently leading to Keyano College faculty dissatisfaction. [This is discussed further under the academic issues question.] The responses to the questions related to coordination, planning, and implementation clearly revealed faculty dissatisfaction with all three areas. Thirteen respondents disagreed that the Capstone program is well coordinated while 4 respondents agreed with the statement. On the question related to implementation, 11 of 13 respondents disagreed that the program had a smooth implementation. These perceptions were verified by the interviewees.

The registration process, in terms of questions or complaints related to faculty by students, revealed that 9 faculty agreed they had to field questions or complaints about registration while 4 respondents disagreed with the statement. This situation was further explored with the interviewees who acknowledged the registration process is complex and bureaucratic, intermixing the registration processes of both institutions.

Academic Issues

Student perspectives. Scale questions nine through nineteen were primarily concerned with gauging student perceptions on academic issues. It should be noted that students appeared to be significantly more than satisfied on all the following issues addressed by the questions:

1. the quality of instruction received in the Capstone program,
2. the course content contained within the Capstone program,
3. the quality of instruction received in the Capstone courses,
4. the course content in the Keyano College Capstone courses,
5. the course content in the Athabasca University Capstone courses,
6. the quality of Athabasca University instructional packages,
7. the quality of library resources for the Capstone program at Keyano College,
8. the program in terms of meeting personal expectations, academically speaking,
9. the Keyano College portion of the program providing the knowledge base for the Athabasca portion of the program, and
10. the quality of the required Keyano College texts for the Capstone program.

However, 55% of the respondents felt that time/work load pressure was heavy or very heavy. Only 23% felt it to be reasonable. An analysis of open-ended question number 21 of the questionnaire suggested student concerns with the marking and examination system. To quote one respondent:

> I have a concern regarding the examination and marking system. All assignments, quizzes and exams (except the final) are marked and set by the Keyano College instructors. Accordingly, you gear your responses to what you feel your instructor wants based on the classroom lectures and concentrate on what has been stressed. The final exam is marked and set by Athabasca University and what if that marker is looking for a different area or focus. I am very apprehensive about the final because of this. I could be in for a great surprise.

Faculty and Administrator's Perspectives. Questions 6 through 11 of the faculty questionnaire attempted to identify faculty perceptions related to academic concerns. Questions 6 and 7 focussed on whether or not the University Transfer and Business Administration programs were substantially altered by association with the Capstone program. Nine of 10 respondents felt the University Transfer program has not changed, however, of the 7 responses to question 7, 3 felt the Business Administration program had been substantially altered. This was explored further with the interviewees who confirmed the program had changed. One interviewee stated that the Business Administration program had shifted emphasis from a skills based curriculum to a more theoretical orientation.

Thirteen faculty members felt that the Capstone program instructors provide quality instruction. Three faculty disagreed with this statement. Nineteen faculty out of 22 who responded, perceived that the Capstone program provides a positive learning experience for students. Eleven of 15 respondents felt their involvement in the Capstone program was a meaningful experience.

Question 11 related to the Athabasca University home study packages. Responses from the interviewees, and the data from the faculty questionnaire, identified one of the most contentious issues of the Capstone program. Fifteen of 21 respondents disagreed with the statement that Athabasca University home study packages are readily adaptable to classroom instruction. The open-ended part of this question and the general comments at the end of the questionnaire further identified that the issue was more complex. Presently Athabasca University courses consist of the home study package, assigned tutors, prescribed assignments and final examinations set and marked by the University. Athabasca University course coordinators, not tutors, accept the responsibility for academic standards. When an Athabasca University course is offered at Keyano College, a faculty member may be seconded to act as a tutor. This tutorial role is perceived by the Keyano College faculty as demeaning because it

encroaches on their academic freedom. If the University of Alberta accepts Keyano College faculty qualifications and ability to teach a transfer course, why would Athabasca University not accept their credentials to teach for Athabasca University in a similar way? In support of the argument that the home study packages are not readily adaptable, a number of Keyano College faculty cited that the textbooks were not the latest edition, and because of the external examination, they could not bring in additional materials that would enrich the course.

These issues were explored with the interviewees who acknowledged that they were aware of these perceptions. Athabasca University interviewees indicated the issue is deep-rooted and relates to faculty perception of the Athabasca University Mission Statement. Some faculty perceive that Athabasca University is a distance education university with instructional materials designed for independent home study. Any shift toward a seminar delivery system is a move toward a traditional university mode of delivery. Senior administration and other members of faculty view the Athabasca University Mission more in the mode of the Open University whereby home study and other forms of delivery are acceptable mechanisms to overcome social-economic and learning barriers in addition to simply overcoming geographic barriers. For example, one interviewee commented that the seminar delivery style has been seen to be a more effective delivery mode for meeting the interactive learning needs of natives and women.

Question 18 asked for reaction to the statement that the Capstone Program provides access to quality university education. Sixteen faculty respondents agreed with the statement while 9 disagreed. All 9 were faculty members of Keyano College.

Perceptions of Success

Students. Sixty-five percent of student respondents would recommend the Capstone program to a close friend or relative if they were interested in university level studies. Several responses to the open-ended question concerning comments and recommendations were positive about the program and one respondent stated:

> I enjoyed completing my degree with Athabasca and would repeat the experience if I had the opportunity to do it again. Thank you for giving me the chance to pursue my career and education further.

Faculty. A majority of 16 faculty respondents either agree or strongly agree that Keyano College's reputation is enhanced by the Capstone program while 5 disagree and 3 strongly disagree. Similarly, a majority of 16 respondents either agree or strongly agree that Athabasca University's reputation is enhanced by the Capstone program while only 3 disagree. Eleven

faculty respondents agree or strongly agree that the Capstone Program is a success worthy of duplication while 4 disagree and 3 strongly disagree.

Community groups. Four out of five of the groups contacted responded. All respondents were well aware of the program and described it as being "excellent." They were of the opinion that local employers would willingly hire graduates from the Capstone program and that Capstone is invaluable in terms of the on location training and upgrading it offers to employees of companies in Fort McMurray and district.

Cost Efficiency

The direct and indirect costs of the Capstone program were reviewed at both institutions. Financial statements and budgets were obtained for the three-year period 1988-1991. Both institutions provided costing models which were reviewed and adjusted after further consultation with the appropriate staff members.

Preliminary study revealed that comparative costs were more useful within each institution since the cost models used were not the same. The unit of costing used in each institution differs in that Athabasca University utilizes a cost per enrolment unit whereas Keyano College utilizes a full-time equivalent (FTE) student unit. While it is possible to convert these units to an approximate common base, the different delivery systems render a precise comparison problematic and not necessary for this analysis. Nonetheless, the cost models and the supporting data used allowed some meaningful and useful comparisons to be made between and among like programs. This was particularly the case in Keyano College.

The point of any cost comparison in this evaluation was to examine an alternative delivery system and to compare it to a typical or traditional type of delivery system in terms of cost and effectiveness.

Capstone Program costs at Athabasca University. A comprehensive cost model was provided by the Budget and Planning Office of Athabasca University. The data used cover the year 1990-1991 since it was determined that the costs in the previous two years did not reflect a fully operational program. A similar approach was taken in determining Keyano unit costs. The 1990-91 Capstone budget approved by Advanced education for Athabasca University totalled $126,460.

At Athabasca University, the Capstone student was compared with all other regular students in terms of cost per course enrolments. Athabasca University can be viewed under a costing model to provide seven secondary level functions and three primary level functions.

The pyramid of functions is illustrated below:

Primary level functions (total = 100%)

Course Development	Service Delivery	Academic Research
25%	**71%**	**4%**

Secondary level functions (total = 100%)

Staff Development	Program Planning	Institution Functions	Department Functions	Course Development	Service Delivery	Academic Research
5%	**3%**	**25%**	**10%**	**14%**	**41%**	**2%**

Based upon 41% of Athabasca University's 1990-91 operating budget, and the 1990-91 enrolment target of 17,850 course enrolments, the direct and indirect costs of service delivery would be a cost per enrolment of $438. Using the same principle of analysis with the Capstone program enrolments and based upon the program base grant application for the Athabasca University share of the Keyano College/Athabasca University Capstone Program, the cost per enrolment is $450. These cost per enrolment figures were provided by the Budget and Planning office of Athabasca University. The additional cost per enrolment is due to the distinctive and enhanced delivery components of the Capstone program when compared to regular Athabasca University course delivery. The less than 3 percent difference in unit costs is deemed to be insignificant in a cost-effective consideration. Clearly, the almost singular consideration must reside on the effectiveness side of the equation.

Capstone Program Costs at Keyano College. The cost model used to determine unit costs at Keyano College is different from Athabasca University. The approach utilized at Keyano College is the same as that used in program costing for Advanced Education reports. Overhead charges have not been included in these costs.

The base data for the determination of Capstone student unit costs came from two sources; namely, the 1990-91 budget approved by Advanced Education and additional operating budget information provided by Finance and Computer Services of Keyano College. The 1990-91 Capstone budget approved by Advanced Education totalled $103,467.

In addition to the base grant, Keyano College provided further funds for the incremental costs of the two chairmen, two instructors, counselling services and the library for a total of $33,800. The FTE's for the Capstone program are estimated at 45 hence the budget cost per FTE is projected as $3050. As a basis of comparison the University Transfer unit costs were examined. The necessary information for this program was provided by Finance and Computer Services. The budget costs given are deemed to be comparable with the proviso

outlined in Point 4 which follows. The Total 1990-91 budget for University Transfer program is $973,718 with the Total number of FTE's being 178. Hence the budget cost per FTE is $5,470. The significant difference in unit cost between a Capstone FTE student ($3,050) and a University Transfer FTE student ($5,470) is attributable to the following factors:

1. Salary differential between tutorial staff and academic staff.
2. No administrative overhead costs are included.
3. Higher cost type courses in the University Transfer program, for instance science courses and courses requiring more expensive equipment such as computers.
4. Part of the difference is due to underfunding and consequent absorption by the base budget. For example, some development costs fall into this category. Also, it is reported that an additional half-time position is required at this time.

A more accurate portrayal of comparable costs would be reflected if one uses the total annual funds requested figure of $192,229 less the administration fee of $22,465 (15%) for a total of $169,764. This yields somewhat higher estimated unit cost of $3773 per FTE unit is still very cost-effective. The implications of this analysis is that the Capstone program has yet to mature in cost terms at the College. Nonetheless, the cost comparison with the University Transfer program strongly suggests that the Capstone program is cost-efficient and compares favorably as an alternate delivery system.

Effectiveness

In order to determine the effectiveness of the Capstone program student retention rates and perceptions of faculty and students of worth and overall effectiveness of the program were considered.

Student Retention. Keyano College officials provided a summary of student enrolment from 1986-1989. In brief, there were 2261 course enrolments in the period 1986-1989 in Business Administration. The pass rate was 76.3%, the withdrawal rate was 9.3% and the retention rate was 91.3%. In the University Transfer courses there were 410 course enrolments over the period 1986-1989. The pass rate was 75.6%, the withdrawal rate was 6.8% and the retention rate was 90%. Information provided from Athabasca University indicated that the completion rates for home study are approximately 60%, for corporate seminars >80%, and for nursing seminars >80%. Data on the Keyano College Capstone students for 1988-89 (n = 164)

indicated a pass rate of 74.4%, the withdrawal rate was 14.6% and the retention rate was 85.4%. These results compare favorably to those of both the Business Administration and University Transfer programs.

Faculty and student perceptions of worth and overall effectiveness. The faculty questionnaire revealed that a strong majority of respondents from both institutions felt that the Capstone Program is a success worthy of duplication. Specifically, of the 28 respondents of a population of 42, four disagreed with statement, 21 agreed and three had no opinion. Of those who had an opinion, twenty-one out of twenty-five (84%) felt that the program was worthy of duplication.

On the question of whether or not the time and effort spent on the Capstone program was worthwhile, of the 18 responses that had an opinion, 16 of them (87.5%) felt it was worthwhile. Ten respondents had no opinion.

There were three questions on the student questionnaire that addressed the effectiveness question. Sixty-five students responded to questions 12, 17, and 20. Question 12 asked if a student would recommend the Capstone program to a close friend or relative if they were interested in university level studies? Forty-two (65%) students responded yes, 5 (8%) said no, while 18 (27%) had no response. Question 17 asked the student, in general, how would you rate the program in terms of meeting your personal expectations! Thirty-six (55%) students rated the program as good (24) or very good (12). Seven (11%) students rated the program as fair. Twenty-two students either had no opinion, were undecided or had no response. The last question posed to the students asked in general, how would you rate the overall effectiveness of the total program? No one rated the program as poor, while 4 (6%) rated it as fair. Thirty-one students (48%) rated the program positively with 16 rating it as good, 12 as very good and 3 as excellent. Thirty students either had no opinion, were undecided or had no response.

In summary, 89% of those responding would recommend the Capstone program to a close friend or relative. Eighty-four percent of students who expressed an opinion rated the program to be "good" or "very good" in meeting their personal expectations. Out of 35 respondents who rated the overall effectiveness of the program, 88% thought that the Capstone program was good to excellent.

Chapter 4: Conclusions and Recommendations for Future Action

General Conclusion

The evidence amassed in this study strongly supports the continuation of the Capstone program. The program is generally meeting the needs and expectations of its clients and is cost-effective in doing so. The existing problems ranged from being very complex to relatively routine in nature but are deemed to be solvable. For example, issues dealing with academic freedom are more challenging and of the longer-term variety than irritants in the registration process which are fast disappearing.

Recommendation One: That the Capstone program continue and be appropriately recognized through base funding by Advanced Education as requested by both institutions.

As noted in the general conclusion and discussed previously in this report in the section on study design, the issues that form the basis for the following recommendations for future action are either problem issues or condition issues. While problem issues can probably be removed or significantly reduced as a problem due to their predominately operational focus within a system, condition issues are more complex contextual issues that are concerned with the rationale for the entire system.

Condition Issue: The Issue of Mandate

Neither the mission statement of Athabasca University nor the vision statement of Keyano College suggests a mandate problem with the Capstone program. However, a mandate problem does exist and it centers primarily in Athabasca University but not exclusively. Some individuals see Athabasca University as an "open university" implying different modalities of instruction including home study, media conferencing, seminar delivery and so on. Others see Athabasca University as a distance delivery institution that deals exclusively with highly-structured learning packages for individual students. Senior administration of Athabasca University clearly identify with the former interpretation of the mandate.

Related to this divergence in opinion are the notions of homestudy and community development. Generally speaking, Keyano College staff members embrace the concept of community development with its attendant flexibility in delivery systems. On the other hand, there is a tendency for those responsible for the instructional design of the learning packages at Athabasca University to be less flexible in terms of their use and application in different learning environments.

Notwithstanding the above, the effectiveness level of seminar-type programs offered through Athabasca University as measured by completion and retention rates is more than satisfactory and clearly serve special community needs very well. For example, it was suggested that the native community experienced much better success in an interactive learning environment as compared to a home-study mode.

A wide range in the capacities of affiliated institutions and communities suggests a need for a policy which would lead to accreditation of instructors in some courses in mature institutions by Athabasca University once explicit criteria have been met. Such a policy would enable Athabasca University to divest itself of the day-to-day administration of such courses/programs and, instead, concentrate on quality control aspects.

Recommendation Two: That Athabasca University develop a policy that explicitly recognizes and addresses the mix of alternative delivery systems.

Recommendation Three: That Athabasca University develop an explicit policy on community development and responsiveness that relates to Recommendation Two and that recognizes the need to provide greater independence to affiliated institutions which meet predetermined criteria.

Condition Issue: The Issue of Academic Freedom

The issue of academic freedom pervades a number of "conditions" that have a deleterious influence on the direction, structure, operation, or outcome of the Capstone program. Furthermore, these conditions are highly contextual in that they reside in attitudes and belief systems that are personally and/or professionally based. Put simply, instructors at Keyano College who have been accredited by the University of Alberta in some courses they teach find it very difficult when subjected to the operational rules developed for a tutorial arrangement in Capstone course which they are offering in a seminar mode. In operational terms, the very specific learning packages and the externally-set and externally-graded examinations are illustrative of the major concerns expressed by academic staff at Keyano College. The researchers were made aware of informal working relationships that reduced the intensity of this concern without resolving the structural deficiency in place. Funding for full-time faculty and professional development has been requested. If approved, full-time faculty and staff development would further reduce the academic freedom issue.

Some form of instructor accreditation would go along way to resolving the major academic freedom concerns. A good starting place for moving in the direction of an accreditation concept is the preliminary work done on a "professional agreement" initiated by

Athabasca University staff members. It is essential that this document follow "due academic process" and focus on the underlying concepts and processes of collegiality, consultation and flexibility: this approach would contribute to the greater internalization of the Capstone program by affected staff members of both institutions. The resulting document should become a part of the existing Capstone agreement.

Recommendation Four: That Athabasca University staff in close consultation with Keyano College staff accelerate the joint production of a "professional agreement" which underscores collegiality between and among professional and support staff of both institutions.

Recommendation Five: That subsequent to the joint development of a "professional agreement" Athabasca University develop an accreditation policy that will address the academic freedom issues raised by Keyano College and its own staff.

Recommendation Six: That the accreditation policy developed by Athabasca University include appropriate quality controls in the areas of curricula (course outlines) and qualifications of instructors in specific courses in addition to retaining the authority to grant degrees. It is assumed that any accreditation would have an institutional base acceptable to Athabasca University and Keyano College.

Problem Issue: The Issue of Formalization

The issues of formalization in this study, while significant, are not as contextual as professional issues and, therefore, are directly resolvable to a large degree. The basis for this comment stems from some locally initiated developments to a perception by the researchers that key personnel in both institutions were in agreement about structural considerations.

Three issues of formalization were identified; namely, the Capstone Program Steering Committee, the Capstone Program Operations Committee, and the placement of the managerial function for the Capstone program in Keyano College and Athabasca University.

Information gleaned by the researchers indicates that a steering committee for the Capstone program has existed for sometime. There are no terms of reference for this committee but it could be assumed that its primary focus was on policy issues. This assumption could not be verified largely because of extraordinarily high turnover in personnel associated with the Capstone program. However, indications at this time suggest that this committee is ready to address the policy issues that are extant.

Similarly, an active operations committee is now in place for the purpose of addressing administrative irritants as well as smoothing out the operations side of the Capstone program.

It was noted that the personnel sitting on this committee were particularly suitable for the operational problems at hand.

The third formalization issue relates to the formal placement of the overall managerial responsibility for the Capstone program, and programs like it, in the organizational structure. It is vital that the office responsible for a program like Capstone which cuts across a number of key functions in both institutions be at a level that can coordinate and direct the interface of these functions. [It follows that the incumbents of these offices in their respective organizations sit on the Capstone Program Steering Committee which deals with policy matters and oversees the work of the Operations Committee.]

Recommendation Seven: That the function of the Capstone Program Steering Committee be formalized by way of development of terms of reference by the existing committee to be approved in a manner appropriate to each institution.

Recommendation Eight: The the terms of reference in Recommendation Eight include the role and relationship of the Capstone Program Operations Committee.

Recommendation Nine: That the Capstone Program Steering Committee assume a leadership role in the development and articulation of the "professional agreement" as referred to in Recommendation Five and, further, that this professional agreement become part of the original Capstone agreement.

Recommendation Ten: That the managerial responsibility for the Capstone program be formalized as part of responsibilities and duties of the office of the vice-president, academic in both institutions.

Problem Issues: Administrative/Operational Issues

Many administrative/operational or "conditional issues" arising from the introduction of the Capstone Degree Programs were neglected in a need to get the programs up and running. Where these problems are purely administrative, the Operational Committee, with joint membership from both institutions, provides an ongoing forum for working them out. Concerns about overlapping responsibilities, duplication of effort and the potential for gaps in the services offered to both students and faculty are being successfully addressed in the meetings of this committee. Where administrative procedures are impacted by the primary issue of institutional mandate, the resolution of operational practice is more difficult.

Registration

Registration in the Capstone programs has until now been a complex process for students and administrators alike. The dissimilar admission and registration practices of both institutions have been retained unchanged for Capstone students. From the research findings, these students do not find registration in the program to be unduly onerous; however, simplified admission and registration procedures could enhance the marketing of the program, reduce the clerical workload and provide improved service to students. A major initiative has begun to review registration procedures.

Recommendation Eleven: That efforts continue to streamline procedures so that the student completes a single application form, remits a single application fee, and has a single procedure for registering in Keyano College courses and Athabasca University courses.

Program Planning

Student program planning, especially in the Bachelor of Arts and Bachelor of General Studies degree programs, has been hampered by significant course requirement changes. The number of courses offered to senior level students has been limited. Offering more senior level courses when registrations are likely to be low requires funding support. Deletions and changes in course offerings may discourage students from attempting degree completion or lead them to look elsewhere for more reliable means of accomplishing their goals. Changes in Athabasca University degree programs may effect the Capstone Degree Programs. Sufficient prior consultation and discussion is required before implementing changes to ensure that administrative obstacles to implementation do not hinder the process. This issue is one which needs to be addressed through appropriate funding.

Recommendation Twelve: That the Capstone program provide as many senior level courses as possible within budget limitations; advertise the courses that will be taught; ensure that the courses that are advertised are available; and program future courses based on past course demand.

Recommendation Thirteen: That Athabasca University review administrative implications for the Capstone Degree Programs of all Athabasca University degree program changes before implementation.

Advanced Credit

The determination of advanced credit is made separately by each institution. The research data indicated that very few Capstone Degree Program students either applied for or received advanced credit for work that they have completed at other postsecondary institutions and that when it was granted, the time it took was too long. The validity of the first conclusion, as noted previously, may be questioned. However, coordination and integration of procedures to assign advanced credit could result in an increased number of students receiving credit and a reduction in the time it takes to notify students.

Recommendation Fourteen: That the two institutions develop a single, integrated procedure to enable Capstone students to request advanced credit in the Capstone degree programs and to receive notification within a reasonable minimum period.

Grade Processing – Examinations, Marking, Grade Reporting

As discussed previously, the fundamental concern about examinations and marking for both students and faculty relates back to the issues of academic freedom and institutional mandate. The fact that the final examination for Capstone courses is set and marked externally, is seen as limiting by both students and instructors at Keyano College. Resolution of the these more profound "condition" issues will pave the way for resolution of related administrative concerns. At the same time, administrative procedures for this function must be addressed on their own. Both Keyano College and Athabasca University have maintained their standard practices for examinations, marking and grade reporting for Capstone students. The result has been duplication of effort, delay and some confusion. The lengthy turn-around time for grade reporting results in students taking the next sequence of courses before knowing their results.

Recommendation Fifteen: That the two institutions develop an integrated procedure for examination, grades processing and grade reporting designed to accommodate Capstone students. (This could be achieved as part of recommendation 5 or dealt with as a separate administrative issue.)

Marketing

The analysis of data from the student questionnaire indicated that 22 (35%) respondents were in the 15 - 19 years of age cohort. Of the 65% who were older, 13 stated they were over 35 years of age. Potential Capstone students in high school evidenced little awareness of the Capstone Degree Programs. Further, current students identified that the program brochure, Keyano College calendar, and the institution itself were their first awareness of the Capstone

program. Clearly, two markets for students would appear to exist, viz the local high schools and older persons who are either working or at home. This whole area of marketing warrants further exploration. For example, other cost effective methods of reaching potential students such as through high school counsellors, worksites, social agencies, and the media, merit consideration.

Recommendation Sixteen: That the two institutions explore and extend marketing opportunities for the Capstone Degree Programs.

Conclusion

After the extensive evaluation conducted by this committee, the evidence strongly supports the continuation of the Capstone program as a viable system for improving access to postsecondary education in the province of Alberta. Duplication of such a system is also deemed desirable provided that contextual issues are dealt with more deliberately in future efforts. The "learning curve" associated with such an enterprise should also prove useful in avoiding some of the identified operational pitfalls or problem issues.

The unifying theme of these recommendations is to coordinate and integrate institutional administrative functions in developing an administrative process designed specifically for the Capstone Degree Programs. However, acceptance and enhancement of these programs is not dependent upon achieving more streamlined administrative practices, but rests with measures taken to improve the service to students and to remove sources of irritation perceived by faculty at both institutions that contributes to negative attitudes towards a worthwhile concept.

Appendix A

FUNDING PROPOSAL

An Evaluation of the Keyano/Athabasca University Capstone Program

This proposal is submitted in response to the *Request for Funding Proposal* mailed to our Department together with a letter dated July 26, 1990, asking for submissions.

In view of the very short time lines for the preparation of proposals, and also for the presentation of the final report (December, 1990), we wish to present the essence of the research proposal, with the expectation, that, should we be asked to carry out the evaluation, we would, with the assistance of the Steering Committee, flesh out the details of the project design and methodology. This would facilitate an early start in the collection of relevant information.

Project Design

In brief, the objective of the study would be to obtain information regarding as many aspects of the Capstone program as possible during the months of September through November, 1990. This would result in a series of provisional papers, which would permit the researchers to reflect upon the total program and address the eight research questions provided in the *Request for Funding Proposal.* The answers to these questions will address concerns relating to access, goals, transfer of credits, administration, academic problems, attitudes of stakeholders, cost effectiveness, and suggested changes in the Capstone program.

Procedure

Should this *Proposal* be accepted, the research will proceed in the following sequence, but with considerable flexibility when expediency dictates change:

1. Development of a provisional research design.

2. Meeting with Steering Committee to augment, improve, and finalize the overall approach, including research instruments, procedures, and time line.

3. Sorting out specific research tasks, and assigning such tasks to individuals who must complete them within the budgeted time.

4. The two institutions are expected to provide information on all aspects of the programs as requested, and to administer instruments, and facilitate other research endeavors.

5. At this stage we anticipate that a number of topics will be pursued such as
   - description of the program(s)
   - statistics on participants
   - costs and effectiveness
   - adequacy of policies and objectives
   - effects of administration (bureaucracy)
   - access concerns
   - academic problems or concerns

- changes desired/needed
- success of program
- attitudes of stakeholders

6. *Questionnaires*
Completion of survey instruments for the following groups:
- Keyano and Athabasca faculty
- students
- community groups
- employers

The questionnaires will be developed to investigate the attitudes of these groups toward the issues detailed in number 5 above.

7. *Interviews*
Interviews will be carried out with selected individuals as deemed necessary.

8. *Visitations*
Visitations to the two institutions will be made by members of the research team to check on findings, verify findings, and to obtain fuller understanding of the situations in which these programs are operating and the needs they fill, and the problems that may need resolution.

9. *Time line*
- Initial preparation until September 15
- First Steering Committee meeting September 15
- Surveys and other studies September through October
- Second Steering Committee Meeting October 15
- Completion of all interim reports November 30
- Presentation of final interim report to the Steering Committee December 15

Research Associates

This submission is made by instructors at the Department of Educational Administration, University of Alberta. The Chairman of the Department has made a commitment to provide considerable support for the project. This is the main reason why the research team feels that the project can be carried out with the funding as stipulated. Some of the contributions made through the Department are
- a research assistant
- permission for graduate students to participate in parts of the study
- the services of our computer analyst
- computing services
- secretarial assistance

Some of the research funds will be needed to compensate partially for these services.

Funding

The funding request is $8,000. These funds will be distributed as needed in approximately the following manner:

• research assistant	$1,500
• travel and accommodation	3,500
• computing time	300
• Department charge	700
• contingency and compensation	2,000
Total	$8,000

Final Report

The final report will be a synthesis of all the findings relevant to the Capstone programs. It will focus first on the eight research questions. The ultimate objective will be the assessment of Capstone in terms of its objectives, and the provisions of suggestions for change in the program, procedures, or administration. We submit that the strength of the proposal lies in the experience of the researchers, who will guide the study and interpret the results.

Michael B. Andrews. Ph.D.

William R. Duke, Ph.D.

Dr. Michael B. Andrews is on leave from his position as President of the Alberta Vocational College, Edmonton. He is also Chairman of the Board of the Pembina Educational Consortium and is currently an "Administrator in Residence" teaching graduate courses at the University of Alberta.

Dr. William R. Duke is formerly Assistant Deputy Minister in Alberta Education. His background includes educational finance expertise as well as recent responsibility for field evaluations in Alberta Education. Dr. Duke has over forty publications to his credit and is currently a free-lance consultant with part-time teaching responsibilities at the University of Alberta.

Appendix B

SOURCE DOCUMENTS

Mission Statement and Long-Term Plan - Athabasca University. 1985

Annual Report. Athabasca University. 1986-87.

Annual Report. Keyano College. 1986-87.

Memo. Re: Capstone Degree Program Progress Report. From: W. W. McNairn, Vice-President Instruction (Keyano College). To: Keyano College Academic Council. Dated: October 22, 1987.

Keyano College/Athabasca University Joint Venture: The Capstone Degree Programs, A Brief Presented to the Deputy Minister of Alberta Advanced Education. January 11, 1988.

News Release. Athabasca University and Alberta Advanced Education. May 18, 1988.

News Reports. Fort McMurray Express. May 20, 1988. Fort McMurray Today. May 19 and May 27, 1988.

Advertisement. Introducing the Athabasca University – Keyano College Capstone Degree Programs. June 3, 1988.

Letter. Re: Athabasca University – Keyano College Joint Proposal – Capstone Degree Programs. From: W. L. Workman, Assistant Deputy Minister, Alberta Advanced Education. To: Dr. Terry Morrison, President, Athabasca University. Dated: June 9, 1988.

Agreement Between Athabasca University and Keyano College (to cooperate in offering the Athabasca University/Keyano College Capstone program). November 22, 1988.

Course Pass/Withdrawal rates 1986-1989 Keyano College.

Memorandum of Agreement. Athabasca University Governing Council and Athabasca University Faculty Association. July 1989.

Capstone: A Joint Athabasca University/Keyano College Project, Athabasca University Interim Report. November, 1989.

Keyano College and Athabasca University Capstone Program, Interim Evaluation. November, 1989. (Keyano College report).

Alberta Advanced Education 1988-89 Statistical Report.

Demographic Study 1988-89. Keyano College.

Athabasca University 1989-90 Grant Requests.

Minutes. Capstone Operational Committee. February 21, 1990.

Collective Agreement - Athabasca University Governing Council and the Canadian Union of Educational Workers. April 1990

Report - Seminar Delivery at Athabasca University. Richard Hotchkis. April 1990.

Athabasca University. Base Funding Proposal - Capstone Program Submitted to Dr. W. L. Workman. September 1990.

Keyano College - Base Funding Proposal - Capstone Program submitted to Dr. W. L. Workman. September 1990.

Minutes. Capstone Steering Committee. November 17, 1989, March 16, 1990, and November 26, 1990.

Letter. Re: 1990-91 Funding for Capstone Programming at Keyano College. From: W. L. Workman, Assistant Deputy Minister, Alberta Advanced Education. To: Dean Wood, Vice-President Instruction, Keyano College. Undated.

Brochure. Athabasca University – Keyano College 1990-91 Capstone Degree Programs.

Athabasca University Strategic Academic Plan, 1988-1992.

Appendix C

CAPSTONE STEERING COMMITTEE

Keyano College

Dean Wood, Vice President Instruction
Barry Weaver, Dean, Academic and Career Programs
Balvir Joshi, Registrar
Kathy Fitzgerald, Chairman, University Transfer
Keith Ede, Instructor, Business Administration

Athabasca University

Dominique Abrioux, Acting Vice President Academic
Gordon Fearn, Dean of Arts
Kathleen Silkie, Coordinator of Registry
Judith Hughes, Director, Tutorial Services
Kathy Baker, Fort McMurray Coordinator

Other Persons Interviewed

Doug MacRae, President, Keyano College
Ross Paul, Acting President, Athabasca University
Glenn Stewart, Former Chair, Business Administration, Keyano College
Tony Jayatunge, Director of Finance, Keyano College

Appendix D

COMMUNITY LETTERS

Her Worship Betty Collicott
Mayor of the City of Fort McMurray
City Hall Administration
9909 Franklin Avenue
Fort McMurray, Alberta
T9N 2K4

Mr. Lyle McRae
President
Chamber of Commerce
9919 Biggs Avenue
Forth McMurray, Alberta
T9H 1S2

Mr. Phil Lachambre
Director
Human Resources
Syncrude Canada Ltd.
P.O. Box 4009
Fort McMurray, Alberta
T9H 3L1

Mr. Rudy Krueger
Vice President - Business Services
Suncor Incorporated
P.O. Box 4006
Forth McMurray, Alberta
T9H 4T8

The Honourable Norm Weiss
Minister
Alberta Career Development and Employment
404 Legislative Building
Edmonton, Alberta
T5K 2B6

Appendix E

QUESTIONNAIRE REPONSES

1. Prospective Student Questionnaire
2. Student Questionnaire
3. Faculty Questionnaire

Appendix E

n=292

Please complete each of the following items. All information will be treated confidentially and anonymity is assured.

1. Gender: Male 143 Female 149

2. Age at last birthday:

15 - 19	287
20 - 24	3
25 - 29	0
30 - 34	2
35 +	0

3. Before now, how much did you know about the Capstone program:

a)	Not aware of program	240
b)	Some knowledge of program	45
c)	Quite familiar with program	7
d)	Very familiar with program	0

4. If you knew about the program before now, how did you become aware of the Capstone program? Check one response only.

a)	brochure	8
b)	Athabasca University Calendar	0
c)	Keyano College Calendar	5
d)	through high school	11
e)	through Fort McMurray Regional Office of Athabasca University	1
f)	through Keyano College office(s)	1
g)	other (specify)	26

5. If you are planning university-level study in the future, what type of university-level study are you most interested in pursuing?

a)	completing all study at a residential university such as the University of Alberta in Edmonton	137
b)	taking university transfer courses at Keyano College and completing a degree through a residential university	50
c)	taking university transfer courses at Keyano College and completing a degree through distance education courses from Athabasca University	8
d)	completing all study through distance education courses from Athabasca University	6
e)	taking the Capstone program at Keyano College	7
f)	not interested in University studies	72

NR = 12

THANK YOU FOR YOUR PARTICIPATION

Appendix E

Keyano College Student Questionnaire

Section I

Student Personal Data

Please complete each of the following items. All information will be treated confidentially and anonymity is assured.

1. Gender: Male 25 Female 37 NR = 3

2. Age at last birthday:

15 - 19	22
20 - 24	14
25 - 29	6
30 - 34	8
35 +	13

NR = 2

Are you a program graduate 1 or a current student 56 NR = 8

3. Prior to entering the Capstone program your highest level of education achieved was:

a)	General Education Diploma (GED)	4
b)	high school diploma	16
c)	senior matriculation	21
d)	college or technical school	12
e)	some university/university transfer	11

NR = 1

4. Prior to entering the Capstone program you were:

a)	a student	29
b)	employed full time	23
c)	employed part time	8
d)	other	4

NR = 1

5. Prior to entering the Capstone program you resided in:

a)	Fort McMurray and district	56
b)	Other - Alberta	3
c)	Other province	3
d)	Outside Canada	1

NR = 2

6. Prior to entering the Capstone program your number of years of total work experience was:

None	13	3 years	4
1 year	7	4 years	1
2 years	6	More than 4 years	29

NR = 5

7. In which Capstone program are you enrolled:

a)	Bachelor of Administration	29	
b)	Bachelor of General Studies	5	
c)	Bachelor of Arts	6	
d)	Not declared	20	NR = 5

8. Are you registered in the Capstone program as a:

a)	part-time student	15	
b)	full-time student	40	NR = 10

9. Did you receive advanced credit for completed university level courses from a post-secondary institution other than Keyano College or Athabasca University when you first entered the Capstone program?

Yes 5 No 53 N/A 0 NR = 7

10. If you answered "yes" to question 9 did you receive full credit for your previous studies?

Yes 2 No 3

11. How did you first become aware of the Capstone program?

a)	brochure	11
b)	Athabasca University Calendar	6
c)	Keyano College Calendar	18
d)	through high school	7
e)	through Fort McMurray Regional Office of Athabasca University	3
f)	through Keyano College office(s)	15

12. Would you recommend the Capstone program to a close friend or relative if they were interested in university level studies?

Yes 42 No 5

13. What barriers appear to exist to enrolling in the Capstone Program?

Section II

Instructions

Please respond to each statement as accurately as possible by circling only one response per question. If you wish to make any additional comments, space is provided at the end of the questionnaire.

1. In general, how would you rate the clarity of the information that you received concerning entry to the Capstone Program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	1
13	9	23	6	6. No opinion	6
				7. Undecided	0

NR = 7

2. In general, how would you rate the entrance procedures of the Capstone Program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	0
2	8	19	13	6. No opinion	12
				7. Undecided	0

NR = 11

3. In general, how would you rate the services provided by the Athabasca University Regional Office?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	0
3	8	16	8	6. No opinion	18
				7. Undecided	4

NR = 8

4. In general, how would you rate the services provided by the Keyano College Registrar's Office?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	2
2	16	21	14	6. No opinion	2
				7. Undecided	0

NR = 8

5. In general, how would you rate the counselling services available for academic difficulties (i.e. low grades)?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	5
6	5	12	7	6. No opinion	19
				7. Undecided	0

NR = 11

6. In general, how would you rate the complementary nature of the Keyano College and Athabasca University components of the program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	3
2	9	17	11	6. No opinion	13
				7. Undecided	1

NR = 9

7. In general, how would you rate the length of time to get an official response on advanced credit?

a) 1. Too long 10 2. Right length of time 5 3. No opinion 41

b) If insufficient, what length of time would you consider appropriate? 2 weeks.

NR = 9

8. In general, how would you rate the length of time to receive your course results?

a) 1. Too long 12 2. Right length of time 5 3. No opinion 32

b) If insufficient, what length of time would you consider appropriate? 2 weeks.

NR = 12

9. In general, how would you rate the quality of instruction you received in the Capstone program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	3
0	5	23	12	6. No opinion	15
				7. Undecided	0

NR = 7

10. In general, how would you rate the course content contained within the Capstone program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	3
1	9	19	13	6. No opinion	14
				7. Undecided	1

NR = 9

11. In general, how would you rate the quality of instruction you received in the Capstone courses?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	2
0	5	22	11	6. No opinion	16
				7. Undecided	0

NR = 9

12. In general, how would you rate the course content in the Keyano College Capstone courses?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	2
1	7	16	14	6. No opinion	13
				7. Undecided	3

NR = 9

13. In general, how would you rate the course content in the Athabasca University Capstone courses?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	3
1	6	19	12	6. No opinion	13
				7. Undecided	4

NR = 7

14. In general, how would you rate the quality of the Athabasca University instructional packages?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	1
0	9	19	8	6. No opinion	17
				7. Undecided	1

NR = 10

15. In general, how would you rate the quality of the library resources for the Capstone Program at Keyano College?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	0
2	7	15	12	6. No opinion	18
				7. Undecided	2

NR = 9

16. In general, the time/work load pressure is?

1. Reasonable 15 2. Heavy 17 3. Very Heavy 19 NR = 14

17. In general, how would you rate the program in terms of meeting your personal expectations?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	0
0	7	24	12	6. No opinion	11
				7. Undecided	3

NR = 8

18. In general, how would you rate the Keyano College portion of the program in providing you with the knowledge base for the Athabasca University portion of the program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	2
4	4	17	8	6. No opinion	19
				7. Undecided	1

NR = 10

19. In general, how would you rate the quality of the required Keyano College texts for the Capstone Program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	3
0	3	16	13	6. No opinion	19
				7. Undecided	1

NR =10

20. In general, how would you rate the overall effectiveness of the total program?

1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent	3
0	4	16	12	6. No opinion	18
				7. Undecided	3

NR = 9

Appendix E

FACULTY QUESTIONNAIRE

RESPONSES

Summary Page

Please complete each of the following items. All information will be treated confidentially and with anonymity.

Faculty Personal Data

1. Of which Faculty are you a member?

Athabasca University

Tutor/Instructor	2
Professor	9
Keyano College	17

2. The highest level of education you have achieved is:

	Athabasca University	Keyano College
1. College or Technical Institute Diploma	0	0
2. Bacculaurate Degree	1	0
3. Masters Degree	5	12
4. Doctorate	5	5

3. Have you taught courses within the Capstone Program?*

	Yes	No
Keyano College	7	10
Athabasca University	4	7

*Those responding from Athabasca University who indicated they had not taught in the Capstone program were in fact course coordinators and, hence, were very involved in the program.

FACULTY RESPONSES
SUMMARY

The following are a series of statements about the Capstone Program. Please indicate the degree to which you agree with the statements. The choices provided are:

Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA) No Opinion (NO)

1. Athabasca University is seriously committed to the Capstone Program

		SD	D	A	SA	NO
Keyano College	Taught Capstone			6		1
	Not taught		3	2	1	4
Athabasca University	Taught Capstone			1	2	1
	Not taught		1	5	1	
	Total		4	14	4	6

2. Keyano College is seriously committed to the Capstone Program

		SD	D	A	SA	NO
Keyano College	Taught Capstone		2	2	2	1
	Not taught	1	2	3	2	2
Athabasca University	Taught Capstone			1		3
	Not taught		1	1		5
	Total	1	5	7	4	11

3. Keyano College's reputation is enhanced by the Capstone Program

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	4	2	
	Not taught	3	4		2	1
Athabasca University	Taught Capstone			2	2	
	Not taught			3	2	2
	Total	3	5	9	8	3

4. Athabasca University's reputation is enhanced by the Capstone Program

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	3	1	2
	Not taught		1	3		6
Athabasca University	Taught Capstone		1	3		
	Not taught			5	1	1
	Total		3	14	2	9

5. The Capstone Program is well co-ordinated

		SD	D	A	SA	NO
Keyano College	Taught Capstone	1	5			1
	Not taught	2	2	3		3
Athabasca University	Taught Capstone		1	1	2	
	Not taught		2	1		4
	Total	3	10	5	2	7

6. Keyano College's association with the Capstone Program has not substantially altered the University Transfer Program

		SD	D	A	SA	NO
Keyano College	Taught Capstone			1	2	4
	Not taught		1	3	1	5
Athabasca University	Taught Capstone					4
	Not taught				2	5
	Total		1	4	5	18

7. The Capstone Program has not substantially altered the Keyano College Business Administration Diploma Program

		SD	D	A	SA	NO
Keyano College	Taught Capstone	2	1	1	1	2
	Not taught			1	1	8
Athabasca University	Taught Capstone					4
	Not taught					7
	Total	2	1	2	2	21

8. The Capstone Program instructors provide quality instruction

		SD	D	A	SA	NO
Keyano College	Taught Capstone			4	2	1
	Not taught	1	2	1		6
Athabasca University	Taught Capstone				2	2
	Not taught		1	3	1	2
	Total	1	3	8	5	11

9. The Capstone Program provides a positive learning experience for the students

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	5		1
	Not taught	1	1	2	2	4
Athabasca University	Taught Capstone			2	2	
	Not taught			4	2	1
	Total	1	2	13	6	6

10. Involvement with the Capstone Program is a meaningful experience for Faculty/Instructor/Tutor

		SD	D	A	SA	NO
Keyano College	Taught Capstone			3	2	2
	Not taught	2	1		1	6
Athabasca University	Taught Capstone			2		2
	Not taught		1	2	1	3
	Total	2	2	7	4	13

11. Athabasca University home study packages are readily adaptable to classroom instruction

		SD	D	A	SA	NO
Keyano College	Taught Capstone	2	2	2		1
	Not taught	4	2			4
Athabasca University	Taught Capstone		4			
	Not taught		2	4		1
	Total	6	10	6		6

12. The Capstone Program was well planned

		SD	D	A	SA	NO
Keyano College	Taught Capstone		4	1		2
	Not taught	4				6
Athabasca University	Taught Capstone	1				3
	Not taught		2	1		4
	Total	5	6	2		15

13. The Capstone Program was implemented smoothly

		SD	D	A	SA	NO
Keyano College	Taught Capstone		4	1	1	1
	Not taught	4	1			5
Athabasca University	Taught Capstone			1		3
	Not taught		1			6
	Total	4	6	2	1	15

14. Faculty have had to field questions or complaints about the Capstone Program registration process

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	4	1	1
	Not taught	1		1	2	6
Athabasca University	Taught Capstone		1			3
	Not taught	1		1		5
	Total	2	2	6	3	15

15. There appeared to be some involvement of Faculty in the planning process at both institutions

		SD	D	A	SA	NO
Keyano College	Taught Capstone	1	2	2		2
	Not taught	3	3		1	3
Athabasca University	Taught Capstone			3		1
	Not taught		3	1		3
	Total	4	8	6	1	9

16. The Capstone Program is a success worthy of duplication

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	3	1	2
	Not taught	3	2	2	1	2
Athabasca University	Taught Capstone		1	1		2
	Not taught			1	2	4
	Total	3	4	7	4	10

17. The Capstone Program is an efficient way of providing full degree access in Fort McMurray

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	3	3	
	Not taught	3		4	2	1
Athabasca University	Taught Capstone			1	2	1
	Not taught			3	3	1
	Total	3	1	11	10	3

18. The Capstone Program provides access to quality university education

		SD	D	A	SA	NO
Keyano College	Taught Capstone		1	5		1
	Not taught	3	5		1	
Athabasca University	Taught Capstone			2	2	
	Not taught			4	2	1
	Total	3	6	11	5	2

19. The time and effort spent on the Capstone Program is worthwhile

		SD	D	A	SA	NO
Keyano College	Taught Capstone			4	2	1
	Not taught	2		3	1	4
Athabasca University	Taught Capstone				2	2
	Not taught			1	3	3
	Total	2	0	8	8	10

NOTE: Each of the above likert scale questions were followed with a space for open-ended responses. Those responses were analysed and have been included in the research findings of this report.